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Title

The Impact of French in Teaching and Learning English in Algeria : Case of Third
Year License EFL Students at The University of Ghardaia

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ABSTRACT

The aim of this descriptive research is to shed light on the effect of using the French language in order to learn English. Also, to explore the students and teachers attitudes towards the use of this pedagogical tool. The present research work which is an investigation in the field of teaching and learning English in Algeria, is an attempt at analyzing the importance that French has in EFL classroom, especially at the university of Ghardaia. Three chapters constitutes the present research work.

In the first chapter, we give an outlook of the linguistic situation in Algeria, by referring to the status of each present national and non national languages and their manifestation in the educational system. The first part is about a survey of the history of languages spoken in Algeria, then we deal with the current linguistic situation with its different languages and their origins and the educational system that Algerians live in.

In the second chapter which is a practical part, it aims at collecting data, analysing and interpreting them. Twenty three 3rd year LMD students at the department of English situated at the university of Ghardaia, and eleven teachers from "Houichiti Mohamed" high school in Daya Ben Dahoua Ghardaia. One data collection method was used to gather information which is questionnaire submitted to both teachers and learners. Based on the results obtained previously, it was revealed that both learners and teachers agree on the use of French in learning English.

In the third chapter, we apprehend the useful language in Algeria and the importance of each language as far as research media and technology are concerned.

In conclusion, the current study showed that both teachers and learners have similar attitudes towards the use of French as a facilitator tool in learning the English language in general and acquiring many new words in particular. This proves the hypothesis formulated in this research.

Keywords: languages in Algeria; French language; teaching/learning English; teachers and learners; new words; the use of French.

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LIST OF ABBREVIATIONS AND ACRONYMS

- TEFL** : Teaching English as a Foreign Language
- EFL** : English as a Foreign Language
- ELT** : English Language Teaching
- ELF**: English as a Lingua Franca
- ENL**: English as a Native Language
- TLA**: Third Language Acquisition
- CIA** : Central Intelligence Agency
- VOICE**: Vienna-Oxford International Corpus of English
- USA** : United States of America
- LT**: Language Teaching
- TL**: Target Language
- L1**: First Language (Mother tongue)
- L2**: Second Language
- L3**: Third Language
- CELL**: Center for Intensive Teaching of Languages
- CLI**: Cross-Linguistic Influence
- CS**: Code-Switching
- CA**: Classical Arabic
- MSA**: Modern Standard Arabic
- AA**: Algerian Arabic
- i.e.**: It Means
- Q**: Question
- %**: Percentage

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General introduction

Algeria has known as a francophone country. Even after the independence in 1962, Algerians continued to use French as a tool for modernization and development. Along with progress in arabization, however, today English is emerging as another linguistic option. English in Algeria went through various stages of development, The presence of English resulted in competition with French as the most dominant foreign language. The latest had a positive effect in the process of English language learning, because both of them come from the same family of languages, and because they have similarities in different aspects.

The linguistic situation in Algeria is a very complex one. It is characterized by diglossia and bilingualism. Arabic is the official language and French is officially a foreign language. However, The majority of educated Algerians are bilingual and Arabic-French code mixing is very common in everyday communication. The situation has been made more complex by the introduction of English as a second foreign language in academic institutions. English is also little by little gaining ground in everyday communication among young educated Algerians. the spread of English reinforced by the phenomenon of globalization during the last decades has started to have its impact on the language situation in Algeria; English is invading the Algerian linguistic sphere and this is manifested in different ways.

In the present research, the light will be shed on the influence of French on learning English. It is worth mentioning that the important part in this study is to investigate in more details whether or not the use of French in English classes by both teachers and learners may facilitate English learning process and enhance learners' vocabulary.

Since we observed that the French background knowledge has a great impact on learning English as foreign language, therefore the main problem is to consider whether French is facilitating or debilitating the EFL teaching/learning process. The current study deals with the following problematic:

To what extent French influence the English language teaching/learning process in Algeria ?

The following research questions are formulated:

- 1- What is the influence of French on English among learners and teachers ?
- 2- How can the use of French in EFL classroom affect learners' vocabulary mastery?

This study is directed by two main hypotheses:

- 1- French effects positively learning English in many aspects.
- 2- The use of French in EFL classroom may help learner's vocabulary achievement.

The aim of the present study is to discover the impact of French language on learning English language to learners of 3rd year LMD at the university of Ghardaia, as well as examine beliefs and attitudes of "Houichiti Mohamed" high school teachers at Dayet Ben Dahoua Ghardaia, concerning the use of French in teaching and learning English language. In addition, to determine whether learners benefit from their French language in learning English language. Finally, to explore how EFL learner's vocabulary can be affected by the use of French.

We opted for the mixed-method approach (descriptive / exploratory method) due to the nature of the research topic. In other words it is a qualitative study, which explores and describes a real-life situation through providing the observable fact as it occurs in the class.

A questionnaire was used as the main data collection method for the current study in order to test the hypothesis.

The population of the study was twenty three 3rd year LMD students at the university of Ghardaia, and eleven English language teachers from "Houichiti Mohamed" high school at Dayet Ben Dahoua Ghardaia.

The present work is organized into three chapters; the first chapter presents the theoretical framework that this study is based on. It presents the history of French and English in the Algerian educational system. The second chapter is a practical part of this research , it aims at collecting, analyzing and interpreting data. This chapter is mainly devoted to confirm or disconfirm the hypothesis via questionnaire submitted for both teachers and learners. In order to recognize the impact and the benefits of French in teaching or acquiring English language. In the third chapter, the researcher presents the useful language in Algeria, with a description of the role of the three languages in Algeria : Arabic, French, and English.

Chapter one

1.1 Introduction

This chapter reviews an outlook about the linguistic situation in Algeria. The first section gives an overview about languages used in Algeria, more importance is given to the status of French and its relation with Algerian society and Algerian media. Moreover, the second section presents the role of English and its position in Algerian society and in Algerian system of education.

1.2 Languages in Algeria

The linguistic situation in Algeria is a complex one since this society is characterized by Diglossia. Like in any other Arab country, in Algeria, people speak Algerian Arabic (the local dialect or variety) as their mother tongue. This dialect is used for social interaction but does not have an official state. Modern standard Arabic (MSA) is the official language of the country. It is the language used to teach reading and writing to children at school since the age of six. Most subjects (history, geography, math, etc...) at primary school are also taught in MSA. It is also the language used by public media for news broadcasting and for official announcements. While French acquires the status of a second language, it can also be regarded as the co-official language of this country. It is also used in daily communication within society and most Algerians have a regular tendency to switch codes between Arabic and French in their speech. In her respect Malika Rebai Maameri (2009) assumes that: **"The language spoken at home and in the street remains a mixture of Algerian dialects and French words"** (Malika Rebai Maameri 2009:10).

1.3 French in the Algerian society

French is the main language spoken in Algeria. It is the language of education, politics, government, trade, and everyday life.

In Algeria, French is considered necessary to get higher education, especially abroad, or to find a job. It is also associated with modernity and technological progress, and it is still taught today as a second language at different levels, while at the university it remains the language used for instruction in a number of streams, science, medicine and technology. According to the National charter (1976) it was largely stated that: **"French language, so expended in use, must at present be considered as a foreign language"**

1.3.1 A special status for French

For a long time, and because it was being exposed to several civilizations for centuries the Algerian culture was opened to a variety of cultural and linguistic influences. What is clear is that Algerian people are greatly influenced by the French colonizer more than the Ottomans or the Turkish one.

From the time of the French colonization ,French was used only by the elite of the society and as a prestigious communication ,means for the social upper class . About half of Algerian's newspapers are in French ; the French have higher quality content ;the Arabic newspapers fall more into the category of sport and gossip news .Although French has been preserved as a second language , it is in a number of domains such as commerce, science and technology, media, education and administration. French now is seen for instance the language of social and professional success.

1.3.2 French language in the Algerian media

With the advancement of technology, French has confirmed its place in the Algerian language community.actually, this language is widely used in the media world. More newspapers are published in French than in Arabic. In this respect, Benrabah pointed out that" the newspaper issued in French everyday outnumbers those published in Arabic with 880.000 copies in contrast to just 30.000 copies." Benrabah (19991:270)

1.4 The role of English

English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate . It is estimated that the number of people in the world that use English to communicate on a regular basis is 2 billion.

English was originally the language of England, but through the historical efforts of the British Empire it has become the primary or secondary language of many former British colonies such as the United States, Canada, Australia, and India . Currently, English is the primary language of not only countries actively touched by British imperialism, but also many business and cultural spheres dominated by those countries .It is the language of Hollywood and the language of international banking and business . As such, it is a useful and even necessary language to know .

Thus, There are several factors that make the English language essential to communicate in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a Sweden) usually use English as a common language to communicate. This is also called lingua franca. That's why everyone needs to learn the language in order to interact at international level. Speaking it will helpin the communication with people from countries all over the world, not just English-speaking ones.

1.4.1 English language in the Algerian society

Nowadays, in Algeria, English has noticeably jumped over the school fences to start invading streets and people's daily life. Harmer (2001) explains:

"a language widely adopted for communication between speakers

whose native languages are different from each other's and where

one or both speakers are using it as a second language"

(Harmer,2001:01)

1.4.2 Code-switching

Code-switching is defined as one of the phenomenon of language which occurs in societies to make the communication more effective and meaningful. It is When two or more languages are in use in one single conversation side by side and express an authentic form from both of the basic language .

In Algeria, this phenomenon is very common; as people tend to code-switch to French due to a long history of “assimilationist colonial rule”. Code-switching not only reflects a knowledge of a certain language or a certain level of fluency in speaking it, but also reveals emotional ties with the language code-switched to. However, English seems to be a new variable that is entering into play in code-switching. It is still at its first steps, because it is used essentially by teenagers.

1.4.3 Acquiring English as a third language in the Algerian educational context

Acquiring English as a third language is, actually, a more intricate experience than acquiring it as a second language because the process and product of acquiring a second language can influence the acquisition of a third one. Third language learners possess more familiarity and experience with learning languages than the second languages ones do, and their meta-linguistic awareness seems to be higher since they have already learned two other languages as first and second languages. In the Algerian context, the acquisition of English as a third language is affected by the contextual and linguistic factors influencing this multilingual society. Speakers have the tendency to borrow more terms from the language that is typologically closer to the target language. Algerian EFL learners would consequently benefit from their knowledge of French at the lexico-semantic level. The knowledge of French as L2 will facilitate their comprehension and processing of cognate vocabulary.

1.5 The educational system in Algeria

Education in Algeria is mandatory and free for all Algerian children from the age of 6 up to the age of 18. The Algerian education system is divided into several levels: period of five years in the primary education, period of four years in the middle school ,and period of three years in secondary education.

a). Primary Education

Is for a period of five years, it is compulsory and lasts for all children. The age of admission is fixed at six years old. The aim of primary school is to help children to master the basics of reading, writing and numeracy. Moreover, its aim is to promote the development of personality in pupils and to create good habits by training them in community life. The end of primary

school education is culminated by a final examination leading to the issuance of a certificate of achievement called "Certificate of Primary Education".

b). Middle Education

Is a period of four years, where students learn several subjects. At the end of schooling in the middle school and after a final examination entitled to obtain a diploma called "the Brevet d'Enseignement Moyen"(BEM), students are automatically admitted to the first general and technological secondary year, according to their wishes.

c). Secondary Education

Secondary education is for a period of three years. It is divided into general secondary education that consists of five specialties: the exact sciences, the sciences of nature and life, humanities and letters, literature and living language, and religious sciences .The technical secondary education includes the following specialties: electronics, electrical engineering, mechanics, public works and construction, chemistry and accounting techniques. At the end of the cycle, students sit for the baccalaureat examination in which they are examined in each subject studied during their final year.

d). Higher Education

The Algerian system of the university is the so-called LMD launched in 2004. The need for change has come from a high number of dysfunctions that have prevented the university from providing more adequate learning conditions. The LMD reform has come to help universities face globalization and the internationalisation of higher education. Furthermore, the other concern was to offer better training in order to satisfy the societal demand for quality education. This reform is based on the new French model: License (baccalaureate + 3years). Master (license + 2 years). Doctorat (master +3/4 years).

1.6 French and English in the Algerian educational system

a) French

. After independence, the French language carried on its important function as a second language of teaching although there were many voices and speeches stressing the importance of the Arabic language. Despite the Arabisation program and the new influence of English, the second most important language in Algeria is French and Algerians have often been considered to be deeply Frenchified people. In fact, a report for the High Council of Francophonie in Paris (1986) stated:

"in Algeria, over a total population of 21 million, 150000 spoke French as a first foreign language and six million spoke it as a second language at that time. In 2008, 11,2 million Algerians (33%) could read and write in French"

In addition, French has long been considered the main language of scientific subjects at schools and universities and in general, the principal language of modernity, as well as the dominant economic language. Grand Guillaume (1983) noted that:

**"The knowledge of French started expanding to a more
Important number of citizens after independence,
Particularly school children, for French, it was the
Language of instruction"**

(Grand Guillaume,1983:12)

b) English

English, on the other hand, widely spoken all over the world is studied exclusively as a subject from middle school, because of its position. In his respect Crystal (1997) states that: **"there has never been a language so widely spread or spoken by so many people as English".(Crystal,1997:127)**

In academic year 1992-93, English was introduced alongside French as a first foreign language to be taught from the beginning of the second three-year cycle. Prior to this, French was the only foreign language taught at the primary level. Students pick up either French or English as their second foreign language in the secondary education.

1.7 The impact of French on English

After the victory in the Norman Conquest (1066) the French became the masters of England. The new conditions brought about by the Norman Conquest, however, opened the door for a great and abundant influx of foreign words. The knowledge of French gave access not only to the rich literature of the continent but also to the high administrative positions. Croll (2005) states that: **"The Norman Conquest made English for two centuries the language mainly of the lower classes, while the nobles and those associated with them used French on almost all occasions" (Croll,2005: 4).** The impact of French on English is seen at several levels.

a) Vocabulary

The influence of French on the English language can be seen most clearly in its vocabulary, 45% of the 10,000 most frequently used Modern English words are of French origin. This proportion is by far larger than that of Old English words (31.8 According to calculations based on the Oxford English Dictionary, about 10,000 French loans entered the English language, out of which about 75% are still in use today.[53] A small number of loans existed already before 1066 such as prud (proud), sot (foolish), tur (tower) or capun (capon). After the Norman Conquest, more and more French words entered the English language but the number of loans remained quite modest. In her respect Lawless (2006) points out

"As a result of the Norman occupation of England, English adopted about 10.000 French words; of which around three fourth are still used today. This vocabulary found in every domain: art, literature, cuisine, law, government. More than a third of all English are derived from French either directly or indirectly. An English speaker who has never studied French already knows around 15.000 French words"

(Lawless, 2006:4)

The Normans bequeathed over 10,000 words to English (about three-quarters of which are still in use today), including a huge number of abstract nouns ending in the suffixes: age, ance/ence, -ant/ent, ment, ity, and tion ,or starting with the prefixes con, de, ex-, trans and pre Perhaps predictably, many of them related to matters of crown and nobility. Here a list put Crystal (1995:47) which gives some English words coming from French:

Level	Examples
Administration	Authority,court,duke,servant,council,baron
Law	Arrest,adultery,jury,crime,executor,prison,fraud, verdict,punishment
Military	Army,defend,captain,sergent,enemy,combat,lieutenant,retreat,guard,soldi er,siege,lance
Food and drink	Salad,appetite,beef,cream,dinner,fruit,olive,orange,raisin,juice,sardine,vin egar,toast,tart,biscuit
Home	Basin,cheminey,lamp,lantern,tower
Leisure and the arts	Conversation,music,theatre,image,debat,tragedy,volume,danse,preface,pr ose,rhyme, romance,title,poet,melody,literature,sculpture,painting,contemporary art
Science and knowledge	Calendar,anatomy,gender,geometry,geology,grammar,logic,mental,study, research,sphere,physician,poison,visual

Table 1.1 Some English words coming from French

b) Phonetics/phonology

Both English and French use a Latin alphabet , English uses a Latin alphabet that consists of 26 letters and ligatures. – French uses a Latin alphabet that consists of 26 letters, 2 ligatures, and 5 diacritics. Vowels – Both English and French have six vowels . In French: a, e, i, o, u and y with 12 distinctive sounds. • In English: a, e, I, o, u and y with 20 distinctive sounds.

Several consonants sounds came to spell differently especially because of French influence, for instance Old English /sc/ is gradually replaced by /ʃ/ or /tʃ/.In sum, here is a list of Middle English consonants and vowels put by (Crystal 1995:42):

Consonants: /p/,/b/,/t/,/d/,/k/,/g/, /tʃ/,/dʒ/,/m/, /n/,/ŋ/,/l/, /r/, /w/, /j/,/f/, /v/,/s/, /z/, /θ/, /h/

Long vowels: /i:/ /e:/ /u:/ /o:/ /ɑ :/ /ε :/

Short vowels: /ɪ/, /ε/, /ə/, /ɔ/, /ʊ/, /a/, /ɔ/

Diphthongs: /æɪ/, /eɪ/,/aɪ/, /uɪ/, /oɪ/, /ɪ u/, /ε v/, /av/, /ɔ ɪ

c) Spelling and pronunciation

French is known for having very different pronunciation rules than English, but most people don't realize that English also borrows some French pronunciation rules.

Some vocal sounds that French has contributed to English include the "g" sound in "mirage," the "v" in "vacation," and the "z" in "zigzag." French is a beautiful language to listen to, and its influences on English pronunciation have added an additional layer of beauty in English, and this is seen on different words like : biscuits which is the form of biskets in old English. Moreover, the accent of some old words have been changed, police and marine are old English words whose pronunciation changed because of the French influence.

French spelling helped transform Old English into the modern English we speak today. words like "queen," "ship," and "should" used to be spelled "cwen," "scip," and "scolde."

The aigu (é), grave (è), and circumflex (â) accents aren't typically used in the English language, but some words borrowed directly from French still maintain these accents when used in English. These words include "café," "décor," and the dessert, "crème brûlée."As believed by (2005) Lawless:

English pronunciation was also affected by French. Old English had the unvoiced fricatives sounds /f/ as in "fat", /s/ as in "same", /sh/ as in "shin" and the /th/ as in "thin". And French helped to distinguish the voiced sounds/v/ as in vote /z/ as in zone and /zh/ as in "mirage". French also contributed to the introduction of the diphthong "oy" as in "boy"

(Lawless, 2005:4) c)Grammar

English grammar did take on a few French structures not like the influence at the vocabulary and phonology level.

French grammar plays a prominent role in seniority and titles like "consul general" and "agent-general" retained the original French grammar rule of nouns followed by adjectives. In the military, similar titles like "lieutenant general" and "brigadier general" are also used.

Also, in some expressions – attorney general, secretary general, surgeon general.

Some French idioms were also adopted as long as borrowings entered English, some of them are kept and used in their French forms such as: force majeure, vis a vis, vice versa, while others are translated into English as it is illustrated in the following examples: it's me forc'estmoi ;that's goes without saying for cela va sans dire. Lawless (2006) states that:

"French had much less influence on English grammar, but you can see a Few elements of French grammar in the English language. One notable example is found in the word order of expressions like "attorney general" and "surgeon general", where English uses noun+adjective, which is typical of French rather than the normal word order of adjective+noun".

(Lawless, 2006:5)

Conclusion

This chapter has focused on the description of both foreign languages in Algeria, French and English, historically, linguistically and socially speaking. In addition to this, this chapter shed some light on how and when French has influenced English and their relationship in different levels.

CHAPTER TWO

2.1 Introduction

This chapter is a part of the field work. In order to fulfill the research aim, two questionnaires are used to gather the appropriate data about the subject. The first one was administered to third year LMD students, and the second one was administered to high school teachers due to the inability to contact a good number of university teachers.

In this chapter, both teacher's and student's questionnaire are analysed to uncover their attitudes towards the influence of French in teaching English. The gathered results were discussed in a final step in order to assess whether or not the use of French has any benefits in the EFL classroom.

2.2 The English Departments Overview

This research is concerned with third year EFL students enrolled for the degree of "License" in the department of English language situated at the faculty of Letters and Foreign Languages at the university of Ghardaia, during the academic year (2021-2022). These faculty adopted the LMD; a system represents a set of changes and innovations introduced in higher education consisting of an organization into three levels of training system: the License, Master and Doctorate.

2.3 Teacher's Questionnaire

2.3.1 Administration of the Questionnaire

The questionnaire was given to teachers from "Houichiti Mohamed" high school in Dayet Ben Dahoua Ghardaia. This questionnaire was administered to a sample of eleven teachers who are in charge of teaching English during this academic year 2021-2022. Those teachers were randomly selected in order to fill the questionnaire. The latter aims to analyse teachers views about the use and utility of French in EFL classroom.

2.3.2 Description of the Questionnaire

The questionnaire consists of eight questions, mainly checkbox questions and multiple choices questions. The latter is the main type used to serve the aim of this questionnaire. The questions have been asked to 11 teachers having a teaching experience between 3 and 30 years, specialized in TEFL, applied linguistics, literature, and didactics.

2.4 Student's Questionnaire

2.4.1 Administration of the Questionnaire

This questionnaire was given to a sample of 23 third-year LMD students, selected randomly from the English Department at Ghardaia university to bring their attitudes and aptitudes in concerns of French use and usage.

Those 23 students includes 13 girls and 10 boys. Twenty participants is over 20 years old and three of them are under 20 years old. They have at least 8 years" experience of studying English (middle school level, high school level in addition to two years at university); hence, they attained a language proficiency level ranging from lower to higher. Those EFL learners came from literary streams (Arabic language and literature and Arabic language and foreign languages) while others came from scientific streams. Arabic is their mother language, French is their first foreign language while English is their second foreign language.

2.4.2 Description of the Questionnaire

It mainly consists of 8 multiple choices and checkbox questions divided into two sections; the first section is made up of two questions related to EFL learner's age and gender. The second section contains eight questions aiming to gather general information about EFL students" situation in classrooms; whether French is used or not and how this language is apprehended by learners in EFL classrooms.

In short, the goals beyond this first part of the second chapter were to provide information about the two sample populations, and the research tools used for data collection. In the second part of this chapter, these collected data will be analyzed and interpreted.

2.5 Data Analysis

This part is devoted to present and analyse the findings from the data collection in the current study in accordance with the theoretical framework. The information gathered throughout the instrument used in this study will help to summaries the overall data obtained throughout the research procedure and blaze a trail to establish the appropriate answers of the research problematic.

2.5.1 Teacher's Questionnaire Analysis

The questionnaire was addressed to eleven teachers at the English department situated at the university of Ghardaia, since the situation is nearly the same. It compromised 8 questions that will be analyzed as below.

Question n°1 Teaching experience

Number of year	Number	Percentage
04-10	03	27%
11-25	08	73%

2.1 Table : The teachers experience

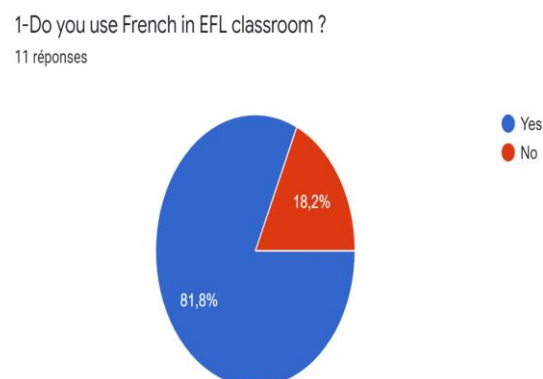
The results in table show that (73%) of the participated teachers have from 11 to 25 years of teaching, they teach different levels at the high school. In the same context, teachers with an experience of 4 to 10 years were also presented in the above table with a percentage of (27%).

Question n°2 was asked to know if teachers make use of French in EFL classroom

Option	Number	Percentage
Yes	09	81,8%
No	02	18,2%

2.2 Table : Teacher's use of French in EFL classroom

The following chart will explain the results:



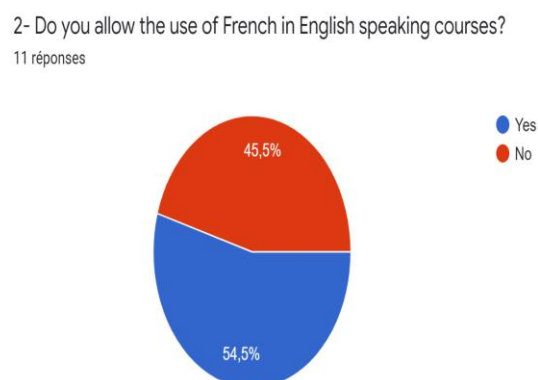
2.2 Figure : Teacher's use of French in EFL classroom

Question n°3 was planned to know whether teachers allow students to use French in English speaking courses or not

Option	Number	Percentage
Yes	06	54,5%
No	05	45,5%

2.3 Table : Teacher's attitude towards students use of French in EFL classrooms.

The following chart will explain the results:



2.3 figure : Teacher's attitude towards students use of French in EFL classrooms

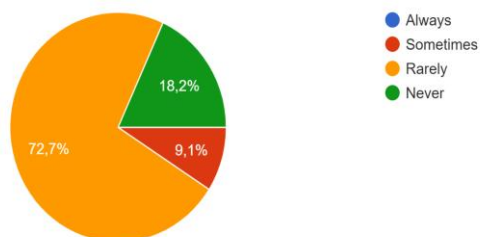
Question n°4 was designed to know how much EFL students use French instead of English in classroom

Option	Number	Percentage
Always	00	00%
Sometimes	01	9,1%
Rarely	08	72,7%
Never	02	18,2%

2.4 Table :Frequency of student's use of French instead of English in EFL classrooms

The following chart will explain the results as follows :

3-According to you, how much EFL students use French instead of English in classroom?
11 réponses



2.4 Figure :Frequency of student's use of French instead of English in EFL classrooms

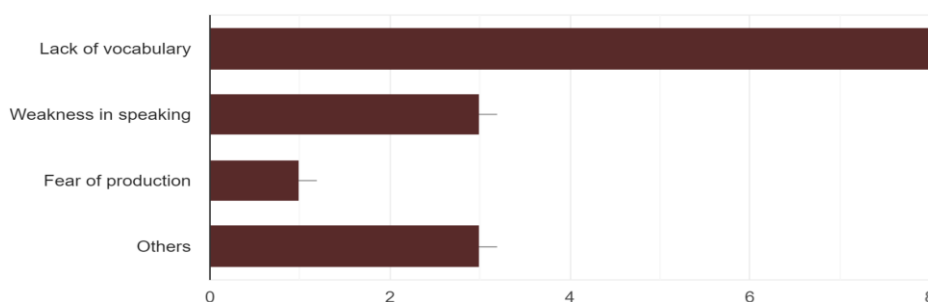
Question n°5 was planned to know why EFL students have the tendency to use French instead of English in classroom

Option	Percentage
Lack of vocabulary	72,7%
Weaknesses in speaking	27,3%
Fear of production	9,1%
Other reasons	27,3%

2.5 Table :Teacher's explanations concerning the reasons of the French influence on EFL students

The following chart will explain the results as follows:

4- According to you, why some EFL students use French instead of English in classroom?
11 réponses



2.5 figure :Teacher's explanations concerning the reasons of the French influence on EFL students

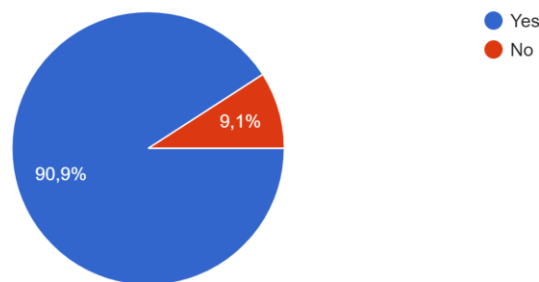
Question n°6 was designed to know whether there is difference between an EFL student who knows French and who doesn't

Option	Number	Percentage
Yes	10	90,9%
No	01	9,1%

2.6 Table : Frequency about the difference between EFL student who knows French and who doesn't

The following chart will explain the result:

5- According to your experience , do you think there is a difference between an EFL student who knows French and who doesn't?
11 réponses



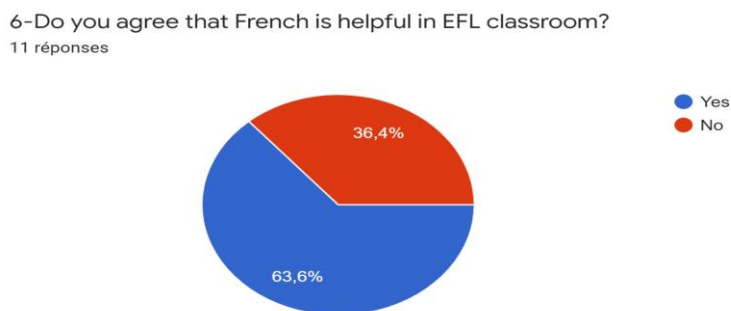
2.6 figure : Frequency about the difference between EFL student who knows French and who doesn't

Question n°7 was asked to know whether French is helpful in EFL classroom

Option	Number	Percentage
Yes	07	63,6%
No	04	36,4%

2.7 Table :Teacher's point of view about the help of French in EFL classroom

The following chart will explain the results:



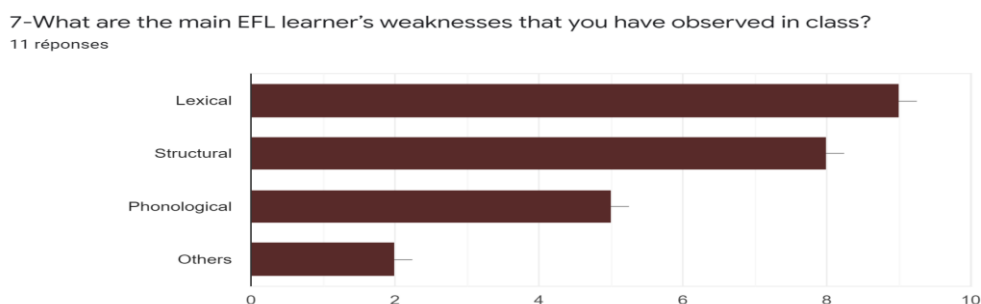
2.7 figure :Teacher's point of view about the help of French in EFL classroom

Question n°8 was planned to know the nature of the EFL learner's weaknesses observed in class.

Option	Percentage
lexical	81,8%
structural	72,7%
phonological	45,5%
others	18,2%

2.8 Table:Teacher's point of view about the nature of EFL student's weaknesses observed in EFL classroom

The following chart will explain the results:



2.8 figure :Teacher's point of view about the nature of EFL student's weaknesses observed in EFL classroom

2.5.2 Student's Questionnaire Analysis

The aim of this analysis is to determine the reasons that make EFL learners use French in the classroom, and to clarify the influence of using French in learning English .

Question n°1 was designed to know how much English teachers use French in class.

Option	Number	Percentage
Less than 50%	21	91.3%
More than 50%	01	4.3%
100%	01	4.3%

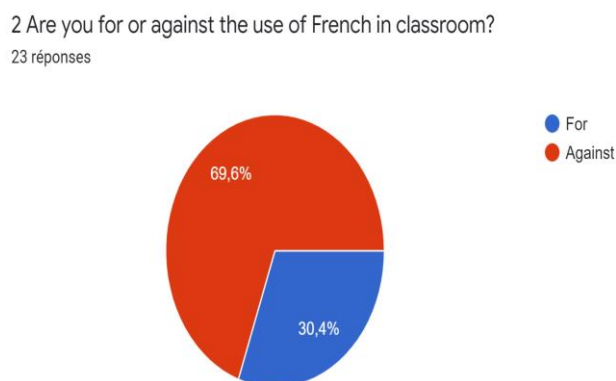
2.9 Table : Student's point of view about the teacher's amount of French use in EFL classroom.

Question n°2 was planned to know if students are for or against the use of French in EFL classrooms.

Option	Number	Percentage
For	07	30.4%
Against	16	69.6%

2.10 Table : Student's use of French in EFL classroom

The following chart will explain the results:



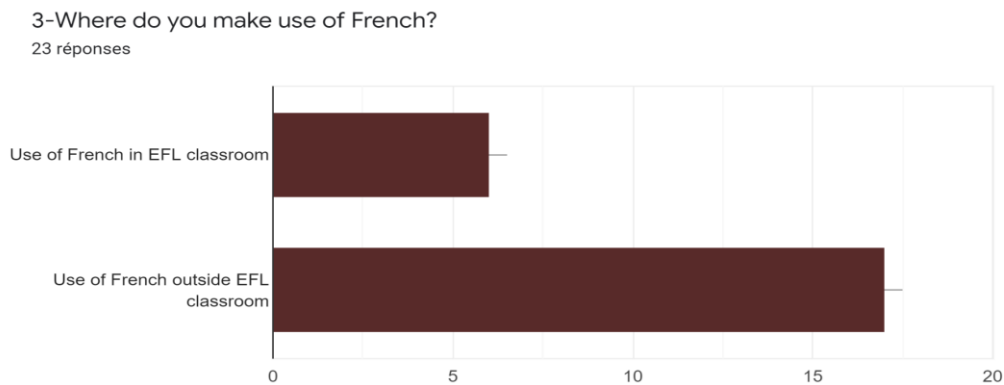
2.10 figure : Student's use of French in EFL classroom

Question n°3 was asked to know where EFL students make use of French.

Option	Number	Percentage
Use of French in EFL classroom	06	26.1%
Use of French outside EFL classroom	17	73.9%

2.11 Table :Amount of French use by EFL classroom

The following chart will explain the above results:



2.11 figure :Amount of French use by EFL classroom

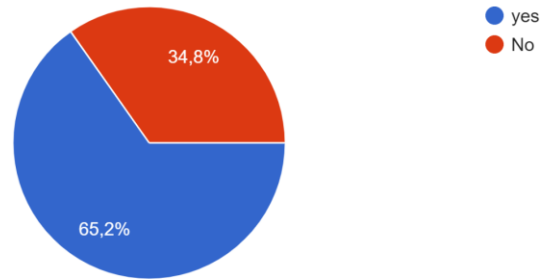
Question n°4 was to know whether EFL students use French to understand some words or ideas in English.

Option	Number	Percentage
Yes	15	65.2%
No	08	34.8%

2.12 Table :Student's degree of understanding words or ideas in English when using French

The following chart will explain the results:

4-Do you use your French language to understand some words or ideas in English?
23 réponses



2.12 figure :Student's degree of understanding words or ideas in English when using French

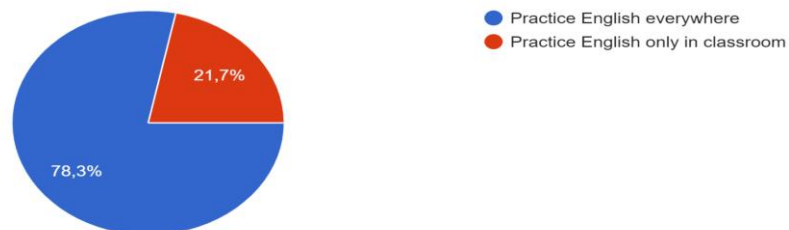
Question n°5 was asked to know where EFL students practice English

Option	Number	Percentage
Practice English everywhere	18	78.3%
Practice English only in classroom	05	21.7%

2.13 Table :Amount of English use in and outside the EFL classroom

The following chart will explain the above results:

5- Where do you practice English?
23 réponses



2.13 figure :Amount of English use in and outside the EFL classroom

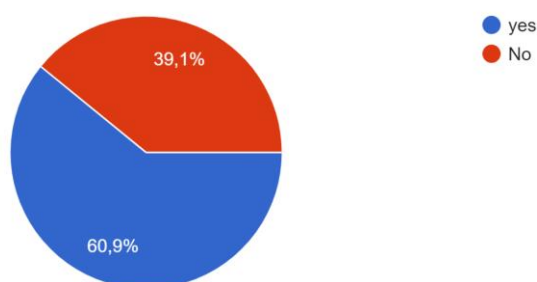
Question n°6 was to know if French vocabulary facilitates English learning process for EFL students.

Option	Number	Percentage
Yes	14	60.9%
No	09	39.1%

2.14 Table :Learner's attitudes towards the French effect on English learning process

The following chart will explain the results

6-Do you think your French vocabulary facilitates your English learning process?
23 réponses



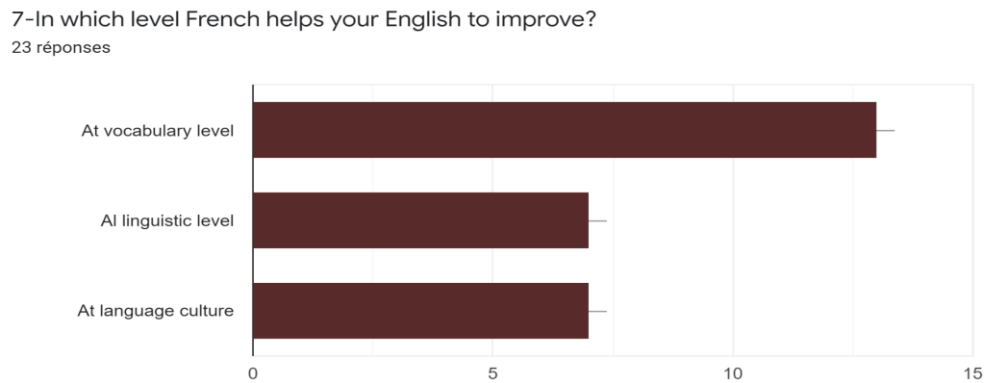
2.14 figure :Learner's attitudes towards the French effect on English learning process

Question n°7 was planned to know which level French helps English to improve for EFL students.

Option	Percentage
At vocabulary level	56.5%
At linguistic level	30.4%
At language culture	30.4%

2.15 Table :Learner's attitudes towards the French effect on improving English

The following chart will explain the results:



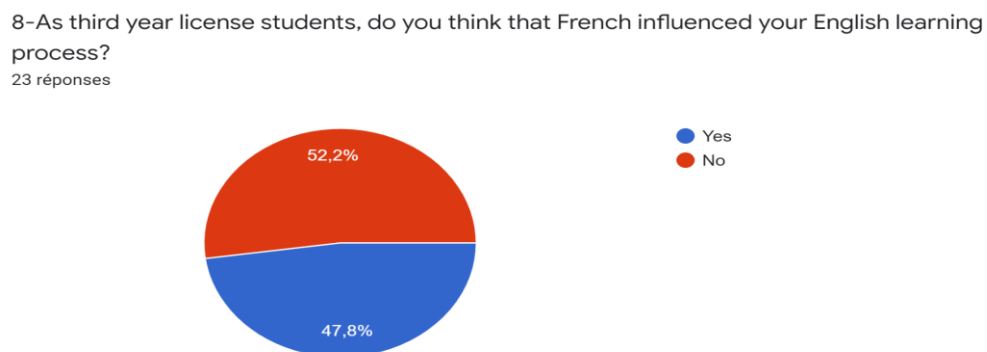
2.15 figure :Learner's attitudes towards the French effect on improving English

Question n°8 was to know whether French influenced EFL learners's English learning process.

Option	Number	Percentage
Yes	11	47.8%
No	12	52.2%

2.16 Table :Learner's views about the influence of French in learning English

The following chart will explain the findings:



2.16 figure :Learner's views about the influence of French in learning English

2.6 Data Interpretation

A questionnaire of seven questions has been administered to 11 teachers, and a questionnaire of eight questions has been offered to 23 third year LMD students, at the university of Ghardaia. From the data analysis, the researcher may conclude the findings as follow:

The majority of learners agreed that French enables them to improve their understanding, performance and acquiring skills. Also, it facilitates the teaching /learning of English in Algeria. According to learner's results, we conclude that French is considered as a useful instrument assisting both teaching and learning of the English language. In fact, (65.2%) of students use French to understand some words or ideas in English. Thus, the use of French in EFL classes may help the progress of learners in their performance and their competence. Moreover, the majority of teachers had positive attitudes towards the use of French in English classes, and we can notice this from the third question of the questionnaire of teachers, (54.5%) of teachers allow students to use French in EFL English speaking courses, while (45.5%) of teachers do not allow their students to use French.

Based on the finding results, teachers and learners showed the main reasons for using French in their English classes. learners claimed that French is the most necessarily language and the closest foreign language to English for better understanding to the difficult ideas, to determine better meaning of the new vocabulary, therefore the use of French in EFL classroom through the teaching-learning process may help student's achievement. On the other hand, there are some students (69.6%)who are against the use of French in EFL classroom, because they do not like French assuming that teaching/learning English in Algeria must be only through the target language and they believe that using French will decrease their EFL acquisition. Also, in question n°3 in teacher's questionnaire, (72.7%) of teachers said that students use French rarely in the EFL classroom.

This study demonstrated that French plays an important role in facilitating English learning process. Based on learners' views, the role of that strategy is helping learners to be more motivated, confident and less stressed. The final results showed that the majority of learners and teachers have a positive attitude towards the use of their French knowledge in their classes. However, teachers also declared that this method requires from learners to master the French language and be able to distinguish its rules from English in order to avoid falling in what it known "faux amis". Based on the obtained results, the research hypotheses are proved and the questions are answered. That is to say, French influences learning English in the classroom in different aspects and its use help them to achieve a better result in acquiring the English language.

2.7 Conclusion

This research is a descriptive study, to examine learners and teachers attitudes towards the use of their French knowledge in the EFL classroom. Thus, this chapter discusses the influence of French on English language learning.

Twenty three EFL students in 3rd year Licence were involved in this study in addition to eleven of high school teachers. Students and teachers were approached through the questionnaire. Results gained were analyzed and interpreted qualitatively and quantitatively.

In the end, from the whole discussion of the presented work the results demonstrated positive attitudes of both teachers and students participants about the usefulness and benefits of using French in EFL classes as a pedagogical support in teaching as well as learning English as a target language.

Chapter three

3.1 Introduction

French is considered as a first foreign language for Algerian people, based on the historical background in addition to the social traditions that existed in Algeria over the years. This reason puts the French language in the first place in the teaching and learning process over other languages. This chapter will deal with French language as a useful language for Algeria, and the use of both languages French and English in the world. Then it will end up with the importance of each language in different domains.

3.2 The Overspread of The French Language in The English Language

People are not able and do not want to eliminate all English words that are borrowed from French. Lepage (2017) in his report of “Lepage of Statistics Canada’s Social and Aboriginal Statistics Division”, claimed that English is a Germanic language; it is more than 60% French (p.1). Over half of the English language is made of “Latinated” words derived from Latin by way of French which was brought to England when “William the conqueror” conquered England and infused what was then called Anglo-Saxon. Some linguistics considered English a “Creole” or mixed language due to the tons of French words that existed in it. Between 2011 and 2016, the English–French bilingualism rate rose from 17.5% to 17.9%, an increase of 0.4 percentage points. This is the highest proportion ever for English–French bilingualism in Canadian history

3.3 The role of English in North African countries

North African countries such as Algeria, Tunisia and Morocco which represent now what is known by the French term ‘Le Maghreb’, were colonized for years by the French power: Algeria, Tunisia and Morocco were French colonies for 132, 75, 44 years respectively. During these years of colonization, French dominated the scene. The administration, economy and education were exclusively in French with a little focus on ‘Arabic’ the mother tongue of the colonized people. After independence and though the status of Arabic gained its position as the official language after choosing the policy of Arabization, North Africa has always been a French preserve and stronghold, and it has been noticeable that French interests reigned supreme socially, politically, economically and linguistically (British Council 2016, accessed 31 May 2018). Algeria, Tunisia and Morocco are francophone nations par excellence where French enjoys a very privileged status and as Marley and Aitsiselmi (2008:186) put it “[The status of French] is far from that of a mere ‘foreign language’, which is the only official role it retains”. This is likely to explain why Arabic and French are “in a state of flux which is considerably influencing the development of English [which has been for decades] on the periphery of the language scene [in Algeria]” (Bahloul 2001).

3.4 The current language situation in Algeria

Currently, globalization and the development of science and technology have led to a more complex Algerian linguistic situation. This complexity is boosted by the spread of many foreign languages but mainly English. Heated debates over the status of the two non-official languages in Algeria, French and English are on-going.

3.4.1 Arabic

Algeria is a free, independent and sovereign state, its religion is Islam; its language is Arabic and its type of government is The Republic. This definition does not seem to reflect the linguistic complexity even when it comes to Arabic itself. There are three varieties in Arabic: Classical Arabic (CA), Modern Standard Arabic (MSA) and Arabic dialects.

Firstly, CA is often referred to as ‘the high variety’. This is reflected in the fact that it is associated with Islam and recognized in religious texts mainly the Quran and the Hadith- the prophet’s sayings. Only few are able to master the CA and those are people who attended the Quranic schools. Secondly, the MSA is a modernized version of CA which has its origin in the mid-twentieth century. The aim behind the development of such a variety was to allow the Arab world to enjoy a sense of global culture. It is worth mentioning that the original purpose behind MSA in the Maghreb in general was to replace the dominance of the French language as being the only means of expressing modernity and openness on one hand and to strengthen the notion of nationalism on the other hand. This implies that MSA is a learned language rather than a mother tongue which is the case of the Algerian dialect often referred to as Algerian Arabic (AA). AA is the variety spoken by Algerians to carry everyday communication. It represents ‘the low variety’. AA has a number of local and regional varieties marked by phonological and lexical variation. The linguistic situation in Algeria is diglossic. Diglossia means the use of various forms of a particular language along a high-to-low gradient (Fergusson 1959:435). This is relevant to Arabic as it has many varieties which are used along a written/ spoken continuum.

What is important however to mention is that according to many Algerians, Arabic is considered “the language of identity”. Arabic in general and AA in particular have their valuable position among Algerians. AA for instance, is the only variety that has been transmitted from one generation to another. Therefore, it is strongly close and linked to their identity. This intertwined character between language and identity has been stressed by many scholars. Indeed, according to Hallajow (2018:43), language forms a strong marker of identity and the way people talk tells a lot about their identities. In the same line, Muggadam (2005:1) argues that language constitutes a vital part of society and individual’s identity. Joseph on the other hand, (2010:1) stresses that “in reality, our very sense of who we are, where we belong and why, and how we relate to those around us, all have language at their centre”. In other words, language is one among many components that define and shape one’s identity. Nevertheless, whereas language plays a major role in defining and shaping one’s identity, it should not be considered as the only element that marks “who we are”. “Who we are” can be defined as a combination of many elements: “ethnicity, race, gender, religion, background, context, affiliation, education, past experiences” (Hallajow 2018:43). According to Norton (2000:5): identity is defined as ““how a

person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person 16 understands possibilities for the future”. This definition suggests that identity is a dynamic concept that defines who we are.

3.4.2 French

Algeria has long been considered a francophone stronghold where French enjoys a privileged status. French is indeed widespread in every aspect of the Algerian community. Even after Algeria’s independence in 1962, French has continued to play a considerable role in the linguistic profile of Algeria. Nowadays, French is used exhaustively in education and economy. It has also its great share in the media.

In education and as Akkari (2010) puts it, French has continued to play an important role being the second language of teaching although there have been many voices stressing the importance of the Arabic language. In the educational system, French is introduced as a foreign language (FL) in the third year of primary level and becomes a second language (L2) in secondary and higher education where it is used for teaching sciences, technology and business subjects.

To better grasp the idea that French is widely used in the Algerian context, and to have a better understanding of its importance, one ought to look at what is now known as code-switching. This terminology refers to the instances in which people alternate between at least two languages or languages varieties in a single conversation. Poplack (2004:589) defines code-switching as “the utterance-internal juxtaposition in unintegrated form of overt linguistic elements from two or more languages, with no necessary change of interlocutor or topic”. This is likely to occur in bilingual and multilingual environments. This is exactly what is happening in Algeria today as almost everyone including myself, mix Algerian Arabic with French and recently English.

The important status that the French language is enjoying in the Algerian linguistic scene has been reinforced by foreign investment mainly by the French government. Indeed, the amount of money that France spends to enhance and promote French in Algeria is way higher than the budget spent by the UK² and the US to support English in Algeria. While the USA and Britain contributed 600,000 and 400,000 dollars respectively for educational and cultural activities, France, in contrast, allocated about 20 million dollars for such programs (Battenburg 1997:287).

3.4.3 English

English in Algeria was officially introduced in Algerian schools after independence and ever since. English was first taught as a subject in secondary education. In higher education, French was and continues to be the only language used for all the subjects except for the subjects where the major is English. To be exposed to English outside the educational sphere after decolonization was an unachievable wish for students at that time. Formerly, English was taught and studied for no particular purpose other than that of becoming an educated person with intellectual and cultural background. It was an obligatory subject in school that everyone had to take. With the emergence of globalization, the role of English has drastically changed to become

a tool whereby one achieves global outreach. Nowadays, English has become present at all levels in the Algerian sphere. For almost 30 years, English was introduced as a FL in the first grade of the middle school.

3.5 Position of English

English has a unique position in the world today. It has become a global language, a lingua franca. No other language has been in such a position as English is today, this can be represented by the number of speakers of this language. Graddol, for example, presents the following figures differentiating types of speakers:

- First-language speakers or native speakers, i.e. those speakers for whom English is the mother tongue (Great Britain, Ireland, USA, Canada, Australia, New Zealand): 375 million;
- Second-language speakers, i.e. those speakers use English as an additional language besides their mother tongue, usually because it has a special position or special status, for example it is an official language of the country (as in Nigeria, India or South Africa): 375 million;
- Speakers who learn English as a foreign language (as in the Czech Republic, Poland, Russia or China): 750 million.

The figures are only estimates and it is very probable that since 2000, when the book was written, the numbers have risen but they offer quite a useful overview of the “power” of English.

3.5.1 Defining English as a Lingua Franca

If the goal is to define ELF, it is not possible to be content with the general definition of the term “lingua franca” because in the most general sense, a lingua franca is not a mother tongue. Crystal calls it a “common language”. It was originally a simplified language (a pidgin) and it was created as a combination of the different mother tongues of people who used it or it was a language accepted from outside the community (for example French) for political, economic, religious or other reasons. Thus, a lingua franca had no native speakers. As Jenkins explains:

'lingua franca' has come to mean a language variety used between people who speak different first languages and for none of whom it is the mother tongue. In other words, according to this interpretation, a lingua franca has no native speakers.'

However, it is evident that English has native speakers; it has already been mentioned that their number is approximately 375 million. It is not possible to completely exclude them from the interaction and communication. Therefore, both Jenkins and Seidlhofer prefer to define ELF in a rather different way. Jenkins cites a definition from the VOICE (Vienna-Oxford International Corpus of English) website, which defines ELF as “an additionally acquired language system which serves as a common means of communication for speakers of different first language”. Seidlhofer’s definition says that ELF is “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option”.

In this respect, of course, speakers using ELF are in a different position than speakers of a lingua franca understood in the traditional sense: they have a model they can follow; they have the “ideal” they can attempt to approximate to as much as possible.

However, there is an incomparable situation: there is a language with quite a high number of native speakers. At the same time there are non-native speakers of this language whose number - taking into account the numbers of speakers in the Outer and Expanding Circle - is much higher than the number of native speakers (375 million native speakers versus 375 million speakers who use English as a second language plus 750 million speakers who use English as a foreign language). The ratio of native to nonnative speakers is probably 1:3 (Crystal, *Global Language* 69). Another way to describe this situation is to quote the German author Beneke who estimates that “80 percent of all communication involving the use of English as a second or foreign language does not involve any native speakers of English”. What does it mean for the language?

It means that there is an unprecedented linguistic situation because for the first time in history, a language has reached global dimensions and at the same time its native speakers are a minority, which implies that they are less likely to set the linguistic reference norm (Seidlhofer, *Understanding English* 7). If there is a majority of non-native speakers in the world, inevitably it will be them who will start adjusting the language according to their needs and communication purposes and this is what makes English the real lingua franca because the language “has taken on a life of its own, in principle independent to a considerable degree of the norms established by its native users” (Seidlhofer, *Understanding English* 8).

3.5.2 English as a Lingua Franca versus English as a Foreign Language

ELF as any other lingua franca is mostly used among speakers for whom English is either a second or a foreign language. It has already been mentioned that 80 percent of these conversations quite probably do not involve any native speakers. Yet, the native English is still the “target” or “goal” for these non-native speakers and their effort is supported by their teachers. It is, however, questionable, whether such an approach is reasonable and whether it makes sense.

When speakers learn a language as a foreign language (in this case, English as a foreign language, henceforth EFL), their “focus is very much on where the language comes from, who its native speakers are, and what cultural associations are bound up with it” (Seidlhofer, *Understanding English* 17). For them, certainly English as a native language (henceforth ENL) is the model that they try to get as close as they can mainly because they want to communicate with native speakers of that language, they are interested in the history, literature, films or music of the countries of the Inner Circle and they also might learn that language because they want to work, study or live in the country where this language is a mother tongue. In such a case:

[...] it is to be expected that non-native speakers (learners and teachers) will defer to NS [native speakers'] norms of using the language - not only in terms of what is grammatically correct but also of what is situationally appropriate and typical, with all the fine nuances, resonances, and allusions embedded in shared knowledge and experience acting as 'memberships' devices.” (Seidlhofer, *Understanding English* 17)

On the contrary, speakers who use ELF certainly have different goals. They use English to achieve communication goals at business meetings, during conferences, while travelling and so on. While doing so, they do not need to know anything about the history or culture of the countries where English is a mother tongue. Their knowledge of English also quite probably differs, so they have to “adjust” what they say and mainly how they say it to the current partners in conversation. In this respect, they have to be very flexible. They also do not try to speak English as perfectly as possible. That is why Seidlhofer argues that “it would be interactionally counter-productive, even patently absurd in most cases, for speakers to (strive to) adhere to ENL linguacultural norms when no ENL speakers may even be present” (Understanding English 18).

Goals of ELF and EFL learners are very different. This being said, does it make sense to teach both these groups in the same way? It quite probably does not. It would, though, require much more space to define the differences between teaching ELF and EFL and to specify whether, how and in what extent ELF should be taught and/or included into the current methodology of teaching.

Therefore, it will only be noted here that quite a lot of teachers still teach only EFL and they do not take the ELF perspective into account (some of them are probably not even aware of the ELF concept). As Jenkins points out, it is essential for “teachers to reconsider their beliefs and practices and make informed decisions about the significance of ELF for their own teaching context” (“Review of Developments” 306). If they get familiar with the concept of ELF, it certainly does not mean that they will abandon teaching EFL and change their teaching methods completely. It means that they will be able to see English from a different point of view and they might for instance start questioning “the continued favouring of one of only two so-called prestige models, the American or British English” (“Review of Developments” 305). They might also consider setting themselves the teaching goals defined by McKay:

- Ensuring intelligibility rather than insisting on correctness.
- Helping learners develop interaction strategies that will promote comity (friendly relations).
- Fostering textual competence (reading and writing skills for learner-selected purposes) (qtd. in “Research Perspectives” 226).

Teachers who are able to see English from the ELF perspective are quite probably able to make sure their students will be able and not afraid to communicate in international environments. As Jenkins emphasises, promoting ELF perspective in teaching does not aim at promoting it as „an alternative approach intended to supplant existing pedagogy, but rather as an additional option about which teachers and learners can make informed choices” (“Review of Developments” 307).

3.5.3 English in International Organisations

International organisations are one of many areas where there is a big need for a common language. The League of Nations was founded shortly after WWI and as Crystal stresses it was

the first international organisation where English was one of the official languages. When it was replaced by the United Nations in 1945, English kept its position. Crystal estimates that English is used as an official language in more than 85% of international organisations in the world (Global Language 87).

3.5.4 English in International Trade

In today's global world, thousands of business transactions happen every day. Goods are transported from one continent to another and companies which employ people with different mother tongues are the rule rather than the exception. It is obvious that a common language is needed. Although in Europe the position of English is not unambiguous as German and French still play an important role, English is the language used for communication outside Europe (Graddol 29).

3.5.5 English in Scientific World

English has become the language of scientific publications. As Graddol notes, English replaced German in this area after WWII: "The growing role of the US then ensured that English became, once again, the global language of experiment and discovery" (9). Nowadays, if a scientist wants to become part of the scientific world, he or she has to publish in English, or at least write a summary in English to make sure other scientists are able to get some basic information about their research.

3.5.6 English in the Media

The influence of English in the media is enormous. In the area of the press where English has been an important medium for nearly 400 years there are some estimates stating that the top five most influential newspapers on the world scale are in English: American papers The New York Times, The Washington Post, The Wall Street Journal and British papers The Times and The Sunday Times (Crystal, Global Language 91 - 92) but in the area of broadcasting it is much more difficult to make some estimates, although it is clear that English was the first language to be transmitted by radio in 1906, it was the first language of a commercial radio (in Pittsburgh in 1920) and English was also a language of the first television broadcasting (BBC in 1936) (Crystal, Global Language 95 - 96).

English has also become the language of advertising because it is the language of the international market and also because it is connected to American products known in the whole world (Kodak, Coca Cola, McDonald's to name a few). As Crystal adds, the English advertisements are not only more numerous, in countries where English has no special status, but they are usually the most noticeable (Global Language 94).

In the world of cinema the dominance of English is demonstrated by the fact that once sound was added to the technology that had started in Britain and France, English began to dominate thanks to the USA, where feature films emerged together with the start of the film studios in Hollywood. Nowadays, most feature films are in English and it is difficult to find a blockbuster movie that would not be in English (Global Language 99). The situation is very similar in the

area of popular music as Crystal describes. Not only gramophone record, magnetic tapes and LP disks were invented in the United States but “when modern popular music arrived, it was almost entirely an English scene” and it seems that if somebody wants to become an international singing star, he or she has to start singing in English (Global Language 102-103).

3.5.7 English in the Tourist’s World

English has become almost a universal communication tool for people travelling all over the world. About a half century ago, people did not travel as often and as far as they travel today.

All the people who travel need a common language and English seems to have become a useful one. Crystal describes the situation giving a few examples:

In the tourist spots of the world, accordingly, the signs in the shop windows are most commonly in English. Restaurant menus tend to have a parallel version in English. Credit card facilities, such as American Express and Mastercard, are most noticeably in English. (Global Language 104).

[F]or those whose international travel brings them into a world of package holiday, business meetings, academic conferences, international conventions community rallies, sporting occasions, military occupations and other ‘official’ gatherings, the domains of transportation and accommodation are mediated through the use of English as an auxiliary language. Safety instructions on international flights and sailings, information about emergency procedures in hotels, and directions to major locations are now increasingly in English alongside local languages. (Global Language 105).

It is obvious that English has become one of the requirements for becoming successful in the tourist industry.

3.5.8 English in the Air and on the Seas and Oceans

In 1951, the International Civil Aviation Organisation agreed that English should be the international language of aviation when pilots and controllers speak different languages (Crystal, Global Language 108). The reason was clear: there is always a need for a common language when safety and human lives are at stake. “Airspeak” is not the only example of simplified English used a means of communication all around the world. Another example is “Seaspeak”. English has been recognised as the international language of the sea for a long time but as late as in 1980 a project was set up to produce “Essential English for International Maritime Use” that is quite restricted in comparison to everyday English but still has considerable expressive power (Global Language 106).

3.5.9 English in the Computer World

It has already been noted that the USA has been the leading country in technical innovations and technical progress as such, so it is no surprise to see the same in the area of computers and mainly the Internet. As Graddol puts it:

English and computers have seemed, for decades, to go together. Computers and the programs which make them useful were largely the inventions of English speaking countries. The hardware and software reflected the need of the English language. (30)

And it is not just the issue of hardware and software. The American invention of Internet has changed completely the way people communicate with each other. It enables them to send messages from one continent to another within seconds; they can talk to each other and see each other at the same time thanks to applications such as Skype. When they do this, they need a common language and as Crystal points out “English continues to be the chief lingua franca of the Internet” (Global Language 117).

3.5.10 English and Education

The area of education is rather different from the areas mentioned above. It cannot be listed as one of the reasons but it is more a consequence of the position of English as a global language. If English has entered all the mentioned areas and many others, it means that knowledge of English is essential to enter these areas and to be able to communicate successfully. That is why more and more people study English. According to the Eurostat news release from 2013, in the European Union in 2011:

83% of pupils at primary & lower secondary level and 94% of those in upper secondary level general programmes were studying English as a foreign language. The second most commonly studied foreign language at both primary & lower secondary level and upper secondary level was French (19% of pupils in primary & lower secondary level and 23% in upper secondary), followed by German (9% and 21%) and Spanish (6% and 18%). (n. pag.)

Graddol cites a recent study of foreign-language learning in 25 countries which shows that English is the most popular modern language studied worldwide. He gives an example of Russia where 60% of secondary school students take English lessons, 25% German and 15% French (40).

The popularity of English at schools goes hand in hand with the position of English in the world. As long as English keeps the current position, it will keep its popularity among students.

3.6 Differences and Similarities Between French and English

Latin, German, Portuguese, Greek and French were the most effective languages that shape the English language; apparently (Marcheteau, Bermon, Savio, and Peters, 1997) stated that:

"English of today is the result of successive linguistic influences, connected to waves of invasions which has a long 38 historic evolution during the Renaissance 15th century -16th century, the intense activity of the translators and the writers has enriched English of numerous words of Germanic, Latin, Greek, Italian, Spanish, Portuguese and French origins" (Marcheteau et al, 1997. pp. 33-41)

The great influence of French on English over years, shape a relation of not only of differences, but also similarities at various linguistic levels, As a result they share many grammatical features and contain many cognates.

3.6.1 Grammar

In learning a foreign language, grammar is necessary because it indicates how to choose the right word or the right form of a word that the learner use for the first time. As the studies shows, the influence of French language on English grammar was not that much as the other influences “vocabulary”. Both English and French have auxiliaries, nouns, participles, active/passive voice, adjectives and adverbs, past/present/future tenses, this is what makes the linguists consider the two languages as an overlap areas. However, there are some differences that can cause interference in the production of English.

Salkoff (1999) declared that “grammar is organized as a kind of "syntactic lexicon" of schemata types, progressing from major sentence structures (Verb Phrase and Noun Phrase) to adjuncts (optional Prepositional Phrases and adverbials)(pp. 25-119). English and French have the same word order subject, verb, and object. Although they have the same structure of the sentence, they differ in that sentence depending on the context and the setting of its use.

Feminine and masculine:

In the first place, English words have both the masculine form and the feminine form just like in French here are some example presented in the following table:

French masculine/feminine	English masculine / feminine
Héros → heroine	Hero → heroine
Prince → prince	Prince→princess
Dean → doyen	Dean→doyenne
Duke → duc	Duke→duchess
Baron → baroness	Baron→baroness

Table Masculine and Feminine of French and EnglishLanguages

The table above shows some French and English words in the masculine and feminine form. Some of them needs an (e) at the end to indicate feminine whereas others do not require it, others needs dabble (ss) and others change completely like “duc” in French.

Another important thing that should put light on is not always adding (e, ss) illustrate the feminine, but also there is a suffixes act as an indicator for feminine such as: ation → local → localization / Administer → Administration

a) Morphemes:

As Kimenyis' study illustrated (2009, p. 10), English do not borrowed words only but morphemes as well. For instance the suffixes: an, or, ent, ist, ant, -ate, ify, ity and the prefixes: pre, anti, trans, circum, inter, and others are found in French also taking the examples:

Suffixes	Examples
An	Egalitarian/humanitarian
Or	Actor / doctor /inspector /
Ent	Egalitarian/humanitarian/student
Ist	Specialist /dentist/ linguist/
Ant	Dominant / protestant / radiant
Ate	Intimate / innate / illiterate
Eur	Chauffeur / raconteur
Ify	Signify / quantify /justify
Ity	Unity /nationality /durability

Table English Suffixes Borrowed from French Language

Therefore, there are some French suffixes are apply to native English words and they are very productive such as: age, able, ize, and others.

Suffixes	Examples
Age	Bondage/linkage/blockage
Able	Likable/workable /lovable
Ize	Weatherize / weaponize

Table French Suffixes Borrowed from English Language

Prefixes	Examples
Pre	Prefix/predetermination/preposition
Anti	Anti/ antiestablishment
Trans	Transaction / transport /transform
Circum	Circumstance/circumrotate/circumnavigate
Inter	International / intersection / intercourse

Table Some Prefixes are shared by French and English Languages

As has been noted from the table above, there are some prefixes that are in relation with the discussed languages and they form words are slightly close in form and meaning which make them workable for both languages.

3.7 Conclusion

This chapter was a description of the situation of the languages used in Algeria. Also, in this chapter we focused on the position of English and its role and how words from French origin could help in learning English and enrich its vocabulary.

General Conclusion

Algeria has been always a place of meeting a diversity of tongues, starting from the presence of Algerian Arabic along with the classical version, arriving to the long lasting presence of French, which is now competing itself with English, and influencing on learning it. French and English are languages distinguished by a certain number of differences and at the same time sharing many similarities at different levels. From this point, the present study investigated the importance and usefulness of French in the teaching-learning process of English as a Foreign Language in Algeria. Therefore, it examined whether or not French can be considered as a facilitator tool.

Through this work we hypothesized that French influences English, and we shed the light whether this effect is positive or negative to learners and teachers. Besides, the second suggestion hypothesis was the use of French in EFL classroom may help the learner's vocabulary achievement.

This study is consisted of three chapters; two for the theoretical part and one for the practical part. The first chapter is concerned with a French language and English foreign language learning, and the status of each language in the educational system. Whereas, the second chapter represents The practical part "data analysis". This latter is concerned with the analysis of the obtained data collected from questionnaire for both teachers and learners. Twenty three 3rd year LMD students from the university of Ghardaia and also, eleven teacher from "Houichiti Mohamed" high school at Dayet Ben Dahoua Ghardaia participate in this questionnaire . Their main aim is to collect more and various information about the research topic. The last chapter, represents the useful language in Algeria, and the value of English all around the world.

The obtained results confirmed that the majority of learners and teachers benefit from the use of French. They agree that French supports learning English. Most of them did not deny the great similarity that exists between the two languages. However, it is worth mentioning that the use of French in English classes should be with limitations; it means not to overuse French in English classes.

In conclusion, all the results indicated that teachers and learners who participated in this study considered that the use of French in English classes facilitates and enhances learners' level because of the similarities between French and English, and the relation between French and the Algerian speech community. It is necessarily to note that using this language depends on situations and needs.

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Teachers' Questionnaire

Dear teachers,

This interview is intended to collect data about the impact of the French language in teaching the English language.

You are, therefore kindly requested to answer the following questions.

Teaching experience:

Sex: Male Female

Modules in charge:

How long you have been teaching English :

1-Do you use French in EFL classroom?

Yes No

If yes, how much? Sometimes Often

2- Do you allow the use of French in English speaking courses?

Yes No

3-According to you, how much EFL students use French instead of English in classroom?

Always

Sometimes

Rarely

Never

4-According to you, why some EFL students use French instead of English in classroom?

Lack of vocabulary

Weakness in speaking

Fear of production

Others

5- According to your experience, do you think there is a difference between an EFL student who knows French and who doesn't?

Yes

No

if yes, why?.....

6-Do you agree that French is helpful in EFL classroom?

Yes

No

if yes, how?.....

7-What are the main EFL learner's weaknesses that you have observed in class?

Lexical

Structural

Phonological

Others

These weaknesses are mainly:

At vocabulary level

At grammar level

At pronunciation level

Thank you

Students' Questionnaire

Dear students,

You are kindly requested to fill this questionnaire to express your attitudes and reasons towards the use of French in EFL classrooms. I would be very grateful if you answer the following questions as your answers are very important to conduct this research, I hope that you will give your full attention and interest.

Thank you in advance for your cooperation.

Are you? Male Female

Your age: *under 20* *over 20*

1-How much does your English teacher use French in class?

Select only one answer

Less than 50% More than 50% 100%

2Are you for or against the use of French in classroom?

For Against

Why?.....

3-Where do you make use of French?

Use of French in EFL classroom Use of French outside EFL classroom

4-Do you use your French language to understand words or ideas in English?

Yes No

5- Where do you practice English?

Practice English everywhere Practice English only in classroom

6-Do you think your French vocabulary facilitates your English learning process?

Yes

No

7-In which level French helps your English to improve?

At vocabulary level

At linguistic level

At language culture

8-As third year license students, do you think that French influenced your English learning process?

Yes

NO

if yes, how?.....

Thank you